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ABSTRACT

Seven reading skill centers were established to focus on areas of need experienced by Philadelphia school children. Programs were individually prescribed, and children were assigned to materials and to center time depending on their individual needs. Coordination with classroom activities was provided as much as possible. Skill centers were set up in schools whose students had done poorly on a 1968 administration of the Iowa Tests of Basic Skills (ITBS). Their progress was compared to that of control groups of similar ITBS performance. Analysis of variance results indicated that the experimental group achieved significantly better in reading comprehension and in total progress than did the control group. It was concluded (1) that reading performance, word attack skills, and comprehension skills were improved by the program and (2) that the combination of diagnosis and individual prescription with provision for sufficient and individualized instruction appeared to be a fruitful approach toward reversing underachievement in urban schools. Tables and references are included. Appendixes provide an estimated budget and behavioral objectives for reading skills in preprimer through book-six levels. (MS)

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READING SKILL CENTERS

A comprehensive attack
on reading problems commonly
encountered in urban schools

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION†

There is no single accepted theoretical basis for describing how one learns to read. The schools of thought are divided between a meaning emphasis and code emphasis. Actually it would seem to be a matter of degree rather than of kind. Regardless of the philosophy, reading is a matter of word identification and comprehension of the identified symbol. The majority of deprived children in Philadelphia schools experience greater difficulty than their more advantaged counterparts. It is possible that an impoverished environment may not provide the concepts and vocabulary needed to interact successfully with standard reading materials. One could hypothesize that a variety of materials in an attractive setting and special individualized instruction focused on word attack skills and comprehension might improve the reading performance of disadvantaged children in urban schools.

The present ESEA Title I project attempted to improve reading performance by concentrating on word attack skills and comprehension skills. The objectives may be summarized as follows:

1. To improve independent word attack skills as evidenced by student gain on the Vocabulary subtest of the Iowa Tests of Basic Skills.

2. To improve reading comprehension skills as evidenced by student gain on the Iowa Tests of Basic Skills Reading Comprehension subtest.

In order to evaluate the degree to which these goals were attained, the following hypotheses were tested:

H_{0_1} : There is no significant ($p<.05$) difference in Iowa Vocabulary subtest gain scores between the experimental and control groups.

H_{0_2} : There is no significant ($p<.05$) difference in Iowa Reading Comprehension subtest gain scores between the experimental and control groups.

Differences in scores which would occur by chance only five percent of the time were accepted as evidence of meaningful, substantial improvement.

†Recognition is accorded to Marjorie N. Farmer, Project Director, School District of Philadelphia.

PROJECT DESCRIPTION

The original inspiration for Philadelphia's Reading Skill Center approach must be credited to Dr. Alan Cohen and his work in New York City's "600" schools. Philadelphia Reading Supervisors, after visiting one of the New York centers, developed a design utilizing some of Dr. Cohen's basic concepts but tailored to the different needs of a regular elementary school environment. The Philadelphia design centered around a program of intensive and comprehensive development of reading skills for public and parochial school children in fourth, fifth, and sixth grades. The current pilot program was intended to counteract and/or reverse the trend toward drastic underachievement in reading in Title I schools.

Seven centers were established and their staff focused on four key areas, one for each module of the Reading Program - i.e., word recognition, comprehension, study skills, and literature.

A word attack survey (e.g., a phonics inventory) and the Informal Reading Inventory were utilized to diagnose individual needs. From these assessments individual prescriptive programs were designed.

Both multimodal and multilevel materials were purchased to permit handling of individual needs and interests. Children were rostered into the Skill Center according to need, the children of greatest need coming a minimum of four periods a week, others coming twice and those of least need attending once a week. Each center was staffed with a full-time reading specialist and a paraprofessional aide.

Classroom reading programs were coordinated with the center program, thereby providing a maximum effort toward raising reading levels in the intermediate grades of each target school. Through a continuous dialogue with the center teacher, the classroom instructor obtained information about each child's progress and received suggestions and materials that could be used in the regular class to remedy the diagnosed reading weakness. In addition, skills once mastered were systematically reinforced.

METHOD

Samples

A. Description of Experimental Population

The buildings which house Reading Skill Centers were selected from among those schools whose average scores were in the lowest quarter on the 1968 Iowa Tests of Basic Skills. The children in the target schools were approximately 8 to 24 months below the national norms, the greatest gap occurring among the 6th graders.

B. Description of Control Population

A control school from each district was selected for each experimental school on the basis of 1968 Iowa Tests of Basic Skills. Analysis of the pretest scores indicated that there were no significant differences between the experimental and control groups in reading achievement as measured by the Iowa Tests of Basic Skills.

C. Sampling Procedure

A 10% random sample, stratified by grade level, was drawn from both the experimental and the control schools in order to test H_0 and H_1

H_0 2.

Procedures

To test for significant change between groups, a 3X2 Multivariate Analysis of Variance was employed. This design tested for differences between treatments (i.e., experimental vs. control), differences between grades, and interaction between grade level and treatment.

Cell data for this design consisted of the individual gain scores from the Vocabulary and Reading subtests [Posttest Iowa Grade Equivalent (1969) - Pretest Iowa Grade Equivalent (1968) = Gain].

RESULTS

Analysis of the Vocabulary subtest of the Iowa Tests of Basic Skills revealed significant gains favoring the experimental group ($p<.001$). The significant grade-level effect can be attributed to student maturation. There was no significant interaction between grade level and treatment. The results are reported in Table 1.

There were significant differences ($p<.01$) in Reading Comprehension between the experimental and control groups as measured by the Iowa Tests of Basic Skills. The significant grade-level effect is once again seen as a function of pupil maturation. There were no significant interactions. These data are summarized in Table 2.

In addition to the above Univariate Analysis of Variance,

a Multivariate test (Wilks Lambda Criterion) was performed in order to determine whether the combination of Vocabulary AND Reading subtests favored a given treatment group. With df of 2 and 211, an F of 9.47 was obtained, significant at the .001 level. This was interpreted as meaning that the overall reading performance of the Reading Skill Center children significantly exceeded the gains of the control group (See Table 3).

TABLE 1

ANALYSIS OF VARIANCE OF PUPIL ACHIEVEMENT ON THE VOCABULARY SUBTEST OF THE IOWA TESTS OF BASIC SKILLS

SOURCE OF VARIATION	SS	DF	MS	F	P<	GROUP FAVORED
Treatment (T)	1752.66	1	1752.66	17.48	.001	Experimental
Grade Level (L)	966.14	2	483.07	4.81	.009	Student Maturation*
Interaction (TXL)	434.70	2	217.35	2.16	.38	Not Significant
Within Cell	21331.44	212	100.62			
TOTAL	24484.94	217				

*These findings are an artifact of student maturation and the metrics of the Iowa Tests of Basic Skills.

TABLE 2

ANALYSIS OF VARIANCE OF PUPIL ACHIEVEMENT ON THE READING COMPREHENSION SUBTEST OF THE IOWA TESTS OF BASIC SKILLS

SOURCE OF VARIATION	SS	DF	MS	F	P<	GROUP FAVORED
Treatment (T)	306.98	1	306.98	5.61	.01	Experimental
Grade Level (L)	503.12	2	251.56	4.60	.01	Student Maturation*
Interaction (TXL)	105.92	2	52.96	0.96	.11	Not Significant
Within Cell	11592.16	212	54.68			
TOTAL	12508.18	217				

*These findings are an artifact of student maturation and the metrics of the Iowa Tests of Basic Skills.

TABLE 3

MULTIVARIATE ANALYSIS OF VARIANCE OF PUPIL READING ACHIEVEMENT--WILKS LAMBDA CRITERION

SOURCE OF VARIATION	DF NUMERATOR	DF DENOMINATOR	F	P<	GROUP FAVORED
Reading Comp. & Vocab. (Wilks Lambda Criterion)	2	211	9.47	.001	Experimental

DISCUSSION

The initial evaluation results clearly favor the experimental groups. Their performance on the Iowa Tests of Basic Skills Vocabulary subtest significantly exceeded that of the control children. Similarly, the Reading Comprehension gain scores were significantly different and the combination of both subtests (i.e., multivariate analysis) significantly favored the experimental groups. The lack of significant interactions indicated that the gain was in the same direction in each treatment group, thus substantiating the treatment effect.

CONCLUSIONS

As a result of the findings cited above, the following conclusions are offered:

1. The present project improved the reading performance, word attack skills and comprehension skills of the participants.

2. The combination of diagnosis and specific prescription with emphasis upon providing sufficient hardware, software and specifically individualized skill instruction appears to be a fruitful approach which may counteract and/or reverse the trend toward drastic underachievement in reading in urban schools.

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APPENDICES

APPENDIX A

Estimated budget for a Reading Skill Center*

Budget Category		
100	Personnel 1 Reading Skill Center Teacher = $ 12,000.00 1 Skill Center Aide = 3,000.00 Staff Development - 3 days; 5 hours/day for Faculty: 12 classroom teachers, 1 reading teacher, 1 aide, Principal. (Faculty at $7.00/hr.; Aide at $1.75/hr.) = 1,496.25	$ 16,496.25
200	Contracted Services	NONE
300	Materials and Supplies Duplicating Paper, transparencies, magic markers, construction paper, newsprint	100.00
400	Books and Instructional Materials Center = $2,233.70 Classrooms = 2,086.00	4,319.70
500	Equipment Wet Carrels, bookshelves, metal closets, listening centers, tape recorders, language master & cards, controlled reader and program sound filmstrip previewer, record players	2,500.00
600	Fringe Benefits 9.25% of all salaries	1,387.50
	TOTAL	$ 24,803.45

*NOTE

This budget has been estimated for a school which has approximately 400 children distributed in grades 4, 5, and 6. As such, the center would be in use 4 or 5 forty-five-minute periods a day. Under these conditions, the program would cost approximately $62 per child for the FIRST YEAR of operation.

APPENDIX B

Behavioral Objectives - Pupil Competencies

LEVEL ONE: PRE-READING

1. Mechanics of Handling Books
   The pupil should:
   a. Handle a book with ease
   b. Look at pages from left to right and top to bottom
   c. Look at a word, line, and sentence from left to right

2. Word Recognition Skills
   a. Auditory Recognition
      Pupil should:
      (1) Listen to and identify common sounds
      (2) Listen for rhymes and rhyming words
      (3) Hear likenesses and differences in the beginning of words
   b. Visual Discrimination
      Pupil should:
      (1) Recognize likenesses and differences in forms such as geometric figures, letters, words
      (2) Have visual recognition of letters of the alphabet
      (3) Begin to acquire an initial sight vocabulary

3. Comprehension
   The pupil should:
   a. Identify colors, shapes, and numbers
   b. Learn concepts of "words"
   c. Interpret pictures
   d. Listen to a simple story and
      (1) Remember the story
      (2) Recall the story
      (3) Recall events in proper sequence
      (4) Make simple inferences
      (5) See relationships between ideas
      (6) Anticipate outcomes
      (7) Separate fact from fiction
   e. Read own name
   f. Begin to read names, labels, titles
   g. Begin to compose experience language charts which are recorded by the teacher

4. Study Skills
   The pupil should:
   a. Locate picture items from oral directions
   b. Learn that information is gained from books
   c. Know the purpose of a table of contents

5. Appreciation of Literature
   The pupil should:
   a. Listen to stories and poems in complicated language patterns
   b. Understand simple figurative language
   c. Listen to multi-ethnic literature appropriate for the age group
   d. Enjoy "reading along" simple stories and poems
   e. Develop sensory imagery

LEVEL TWO: PRE-PRIMER

Pupils should retain all skills gained in the previous level.

1. Mechanics of Handling Books

The pupil should:

a. Recognize the beginning of a sentence because of the capital letter
b. Recognize the end of a sentence because of punctuation
c. Make a return sweep from the end of one line to the beginning of the next

2. Word Recognition Skills

The pupil should:

a. Learn the entire sight vocabulary of whatever pre-primers or beginning materials are being used
b. Use the following word analysis elements:
    (1) Single consonants in initial positions
    (2) Final consonants
    (3) Initial consonant digraphs:
        (a) ch
        (b) sh
        (c) th
    (4) Plural forms: s as in toys, dogs
    (5) Inflectional endings: s as in comes, ed as in jumped
c. Begin to handle alphabetic sequence
d. Make new words from known words by applying the above phonic elements

3. Comprehension

The pupil should:

a. After looking at a picture or listening to a paragraph:
    (1) State a main idea (tell what it is all about)
    (2) Give supporting details and the facts to prove these
    (3) Draw an inference (tell why something is happening)
    (4) Make a judgment (tell what is thought or felt about the picture or story)
b. After reading several sentences:
    (1) Put sentences in proper sequence
    (2) Classify words and phrases
    (3) Understand and use opposites and simple synonyms
    (4) Give the main idea
    (5) Draw an inference

4. Study Skills

The pupil should:

a. Begin to use the following parts of a book:
    (1) Table of contents
    (2) Title page
    (3) Page numbers
b. Follow simple, written directions

5. Appreciation of Literature

The pupil should:

a. Identify with story characters
b. Recognize simple story themes
c. Select own books for pleasure reading
d. Listen to stories with more complicated language and plot

LEVEL THREE: PRIMER

The pupil should retain all skills gained in the previous levels.

1. Word Recognition

The pupil should understand and use the following word analysis elements:

a. Final consonant digraphs including ng
b. Vowels: short and long
c. Two- and three-letter consonant blends
d. Inflectional endings; example: ing as in going
e. Root words; example: look as in looking, play as in playing
f. Compound words; example: grandmother
g. Contractions; example: I'll
h. Possessives; example: Ann's

2. Comprehension

The pupil should:

a. Classify words, phrases, and ideas
b. Put the above into sequential order, also sentences and paragraphs
c. Tell a main idea
d. Tell supporting details
e. Draw inferences
f. Predict outcomes
g. Make deductions
h. See cause-and-effect relationships

3. Study Skills

The pupil should:

a. Use table of contents and page numbers
b. Establish mastery of alphabetic sequence
c. Use a simple picture dictionary

4. Appreciation of Literature

The pupil should:

a. Interpret the mood of a story
b. Recognize story themes
c. Detect humor and absurdity
d. Enjoy simple folk tales
e. Enjoy both rhymed and unrhymed poetry

LEVEL FOUR: BOOK 1

The pupil should retain all skills gained in the previous levels.

1. Word Recognition Skills

The pupil should use the following word analysis elements:

a. Consonants in all positions
b. Digraphs in all positions
c. All two- and three-letter consonant blends
d. Diphthongs oy, oi, and ow
e. Short and long vowels
f. Open and closed syllables as help in syllabication
g. Simple vowel digraphs; examples:
   (1) oa as in goat
   (2) ai as in rain
   (3) ea as in each

h. Plural es as in dresses, churches, boxes
i. Irregular plurals; for example:
   (1) f changing to v in leaves
   (2) men, children
j. Variant ed as in caged, or as an extra syllable in handed
k. Syllabication

2. Comprehension Skills
The pupil should:
a. Recognize definite and indefinite terms
b. Understand use of quotation marks
c. Identify main ideas
d. Relate supporting details to main idea
e. Make judgments as to relevancy
f. Anticipate ideas
g. See cause-and-effect relationships
h. Classify and categorize ideas

3. Study Skills
The pupil should:
a. Know the parts of a book
b. Recognize the organization of a book
c. Alphabetize a simple word list
d. Make a topical outline
e. Be able to use a picture dictionary

4. Appreciation of Literature
The pupil should:
a. Follow the plot of a story
b. Distinguish between reality and fantasy in a story
c. Be able to listen to and enjoy multi-ethnic stories and poems

LEVEL FIVE: BOOK 2[1]

The pupil should retain all skills of previous levels

1. Word Recognition Skills

   The pupil should use the following word analysis elements:

   a. Single consonants in all positions
   b. Consonant digraphs in all positions
   c. All 2- and 3-letter consonant blends
   d. Long and short vowels
   e. "Hard" and "soft" c and g
   f. Vowel digraphs such as
      (1) ie in lie, believe
      (2) ea as in break, bread
      (3) ai as in rain
   g. Vowel diphthong ou as in cloud, foul
   h. Vowel affected by r, l, and w
   i. Higher level compound words, contractions, possessives, inflectional endings, plurals, root words, prefixes and suffixes, syllabication

2. Comprehension

   The pupil should:

   a. Identify main ideas
   b. Identify supporting details
   c. Check authenticity of material
   d. Make judgments as to relevancy
   e. Recognize difference between fact and opinion
   f. Understand concepts of time and place
   g. Understand figurative language
   h. Understand idiomatic expressions

3. Study Skills

   The pupil should:

   a. Alphabetize a word list
   b. Use a picture dictionary
   c. Make a two-point outline

4. Appreciation of Literature

   The pupil should:

   a. Enjoy figurative language
   b. Develop a taste for different literary forms
   c. Select books for reading pleasure

LEVEL SIX: BOOK 2[2]

The pupil should retain all skills of previous levels.

1. Word Recognition Skills
   a. The pupil should use all the following word analysis elements:
      (1) All previously specified elements
      (2) Higher-level compound words
      (3) Higher-level prefixes and suffixes
      (4) Higher-level contractions
      (5) Comparative and superlative endings
      (6) More complex syllabication
      (7) The schwa (the unstressed, central vowel sound of most unstressed syllables in English; example: the sound a in ago.)

2. Comprehension Skills
   The pupil should:
   a. Utilize all previously learned skills and apply them to increasingly complex materials
   b. Be able to get meaning from appositional phrases
   c. Summarize ideas from materials read
   d. Identify and solve problems

3. Study Skills
   The pupil should:
   a. Utilize all previously learned study skills and apply them to content area materials
   b. Do simple note-taking
   c. Make simple 2- and 3-point outlines
   d. Use higher-level picture dictionaries
   e. Begin to use simple maps, charts, and graphs
   f. Begin to meet reference materials such as encyclopedias

4. Appreciation of Literature
   The pupil should:
   a. Develop broader taste in literature
   b. Develop and appreciate sensory imagery
   c. Form the habit of using the library to select own books for recreational reading

LEVEL SEVEN: BOOK 3[1]

The pupil should retain all skills of previous levels.

1. Word Recognition Skills
   a. The pupil should use the following word analysis elements:
      (1) Change y to i when adding es, ed, ly, ful, er, est
      (2) Variant spellings of similarly pronounced word elements such as
         (a) tion, sion, cion
         (b) cious, tious, xious
         (c) teous as in "righteous"
         (d) tial, cial as in "partial," "special"
      (3) Variant pronunciations of similarly spelled word elements such as
         (a) ough as in cough, rough, through, though, bough
         (b) ow as in know, now
         (c) ou as in soul, pour, ghoul, would
      (4) Other variant spelling silent consonants such as
         (a) b as in doubt, lamb
         (b) c as in scene, scissors
         (c) d as in bridge
         (d) g as in sign, gnaw
         (e) h as in where, what
         (f) k as in knife, know
         (g) l as in could, talk
         (h) n as in autumn, hymn
         (i) p as in pshaw, pneumonia
         (j) t as in often, listen
         (k) w as in write, wrap
      (5) Unusual spellings:
         (a) "f" as in laugh, Philadelphia
         (b) "k" as in pack, biscuit, chemistry, liquor
         (c) "sh" as in ocean, special, sure, tissue
         (d) "t" as in asked, stopped, looked
         (e) "v" as in Stephen
         (f) "w" as in choir, quick
         (g) "z" as in use, has, scissors

2. Comprehension

   The pupil should:
   a. Utilize all previously learned comprehension skills and apply them in increasingly complex material
   b. Understand the relationships between ideas
   c. Interpret the main idea of a paragraph
   d. Understand connotations
   e. Determine and select relevant material
   f. Support opinions and generalizations
   g. Relate details to main ideas
   h. Draw conclusions
   i. Make generalization based on stated facts
   j. Understand shifts of meaning in different contextual settings

Level Seven: Book 3[1] (Continued)

3. Study Skills
The pupil should:
a. Understand and use more complex maps, charts, and graphs
b. Outline in greater detail
c. Index and classify materials
d. Begin to use dictionaries, encyclopedias, and other reference materials
e. Follow increasingly complex oral and written directions

4. Appreciation of Literature
The pupil should:
a. Appreciate the author's intent
b. Broaden understanding and use of idiomatic language
c. Appreciate and use play form in oral reading activities
d. Appreciate more varied poetic forms

LEVEL EIGHT: BOOK 3[2]

Pupils should retain all skills of previous level.

1. Word Recognition
The pupil should understand and use the following word analysis elements:
a. Major diacritical marks
b. Phonetic respelling
c. Primary and secondary accents
d. Higher level affixes
e. Higher level abbreviations
f. Increasingly complex polysyllabic words
g. Guide words in dictionary

2. Comprehension
The pupil should:
a. Use details from printed materials that contribute to solution of specific problems
b. Detect differences in point of view
c. Deal with increasingly specialized vocabulary and concepts
d. Understand and manipulate increasingly higher-level abstractions

3. Study Skills
The pupil should:
a. Take notes from oral reports and printed materials
b. Outline, using several subtopics and subfacts
c. Use with greater facility simple reference and source materials
d. Develop concept of and begin to use a systematic approach to the study of reading materials; for example: SQR
e. Understand and use glossary and index

Level Eight: Book 3[2] (Continued)

4. Appreciation of Literature
The pupil should:
a. Appreciate, through listening and/or reading, multi-ethnic literature of many lands
b. Enjoy a balanced diet of folk tales, fairy tales, fables and myths as well as real-life stories, biography, animal stories, historical stories, and poetry

LEVEL NINE: BOOK 4

Pupils should retain all skills of previous levels.

1. Word Recognition
The pupil should understand and use:
a. All diacritical marks
b. All phonetic respellings
c. Synonyms, antonyms, and homonyms
d. All known structure elements to identify new words

2. Comprehension
The pupil should:
a. Analyze story elements in terms of main character, supporting characters, plot, and subplots
b. Increase understanding and use of figurative and idiomatic language
c. Be proficient in:
(1) Identifying the main idea
(2) Citing supporting details
(3) Drawing inferences
(4) Predicting outcomes
(5) Making judgments
(6) Other critical thinking skills

3. Study Skills
The pupil should:
a. Be flexible in reading rate according to difficulty of material and the purpose for which it is read
b. Be proficient in use of table of contents, index, and glossary
c. Be independent in use of dictionary
d. Use different sources of information efficiently; examples: encyclopedia, atlas, almanac
e. Begin to use card catalogue in the instructional materials center

4. Appreciation of Literature
The pupil should:
a. Appreciate, through listening and/or reading, multi-ethnic literature of many lands
b. Enjoy a balanced diet of folk tales, fairy tales, fables and myths as well as real-life stories, biography, animal stories, historical stories, and poetry

LEVEL TEN: BOOK 5

The pupil should retain all skills of previous levels.

1. Word Recognition
   a. If evaluation indicates weakness or lack of mastery by the students in any of the word recognition areas, the teacher must return to the point in the sequence where the need or needs were shown to start the remediation.

2. Comprehension
   The pupil should:
   a. Recognize definitions of unknown words in context through use of commas to set these apart
   b. Understand that the main idea may appear at the beginning, middle, or end of a paragraph or be implied
   c. See relationship of details according to purpose for which he is reading
   d. Choose most logical of several given reasons to predict outcomes
   e. Use qualifying words as a clue to sources of information in news, reports, editorials, and pamphlets
   f. Begin to recognize propaganda techniques and "sales pitches" in newspapers, magazines, and other media
   g. Begin to recognize satire and irony in press news reports, cartoons, etc.

3. Study Skills
   The pupil should:
   a. Observe a specific pattern in following directions:
      (1) Read entire problem for general idea
      (2) Reread to note specific steps to be taken
      (3) Carry out steps
      (4) Read problem again to insure all steps were fully carried out
   b. Begin to develop skill in deciding which reference to use to find specific information
   c. Read for information in content area text or trade books
   d. Organize, retain, and recall what has been read
   e. Prepare increasingly more complex outline
   f. Become adept in use of dictionaries, encyclopedias, and other reference materials
   g. Use techniques of skimming, rapid reading for main ideas, and study-type reading with more flexibility

4. Appreciation of Literature
   The pupil should:
   a. Extend his appreciation through listening and/or reading of a variety of multi-ethnic literature
   b. Increasingly enjoy a balanced diet of folk tales, fairy tales, fables, myths, legends and hero tales as well as contemporary stories, biographies, historical tales, science fiction and poetry

LEVEL ELEVEN: BOOK 6

The pupil should retain all skills of previous levels.

1. Word Recognition
   a. If evaluation indicates weakness or lack of mastery by student in any of the word recognition areas, the teacher should return to the point in the sequence where the need or needs were shown to start the remediation

2. Comprehension Skills
   The pupil should:
   a. Understand pronoun referents
   b. Expand his knowledge of synonyms and antonyms
   c. Make higher-level inferences
   d. Recognize author's purpose and point of view
   e. Understand the three parts of an article: introduction, body, conclusion

3. Study Skills
   The pupil should:
   a. Develop more skill in summarizing and begin to write precisely
   b. Adjust rate of reading to purpose for reading and difficulty of material
   c. Begin to use a thesaurus
   d. Become more profient in use of atlas, almanac, and other reference materials
   e. Begin to use the Dewey Decimal System and card catalogues

4. Appreciation of Literature
   The pupil should:
   a. Understand the nature of and the difference between legends, folk tales, and myths
   b. Be familiar with different kinds and styles of writing e.g., poetry and prose (fiction, non-fiction, short story, biography, drama, etc.)

ONGITUDINAL INVENTORY FOR TUDENT ACHIEVEMENT

PRINT YOUR NAME IN THE BOXES PROVIDED. THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME | YOUR FIRST NAME | MI

READING COMPREHENSION SCORE (GRADE EQUIVALENT SCORE)

VOCABULARY SCORE (GRADE EQUIVALENT SCORE)

INFORMAL READING INVENTORY PROGRESS FOR THREE YEARS (BOOK LEVEL)

FIRST YEAR			SECOND YEAR			THIRD YEAR		
PRE	MID	POST	PRE	MID	POST	PRE	MID	POST

PHONICS MASTERY TEST PROGRESS FOR THREE YEARS (Number Correct)

FIRST YEAR			SECOND YEAR			THIRD YEAR		
PRE	MID	POST	PRE	MID	POST	PRE	MID	POST

PERCENTILE

OTHER TESTS (

T SET

FOLLOW THROUGH

OTHER PROJECTS

KINDERGARTEN AIDES

EXPERIMENTAL

CONTROL

NON-PUBLIC SCHOOL PRINT NAME

PUPIL ATTITUDE

SCH. CODE | COVAR | GRADE | BIRTH DATE MO, YEAR | SEX | STUDENT NUMBER

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

DESIGNED BY DISTRICT 3 READING TEAM SCHOOL DISTRICT OF PHILA.

COMPLETED END OF LEVEL TESTS

	LEVELS	DECODING CHECK POINT 1	2	3	4	COMPREHENSION CHECK POINT 1	2	3	4	STUDY SKILLS CHECK POINT 1	2	3	4	LITERATURE CHECK POINT 1	2	3	4
FIRST YEAR	LEVEL NO. 1																
	LEVEL NO. 2																
	LEVEL NO. 3																
	LEVEL NO. 4																
	LEVEL NO. 5																
	LEVEL NO. 6																
	LEVEL NO. 7																
	LEVEL NO. 8																
	LEVEL NO. 9																
	LEVEL NO. 10																
	LEVEL NO. 11																
	LEVEL NO. 12																
	LEVEL NO. 13																
	LEVEL NO. 14																
SECOND YEAR	LEVELS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	LEVEL NO. 1																
	LEVEL NO. 2																
	LEVEL NO. 3																
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	LEVEL NO. 9																
	LEVEL NO. 10																
	LEVEL NO. 11																
	LEVEL NO. 12																
	LEVEL NO. 13																
	LEVEL NO. 14																
THIRD YEAR	LEVELS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	LEVEL NO. 1																
	LEVEL NO. 2																
	LEVEL NO. 3																
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	LEVEL NO. 8																
	LEVEL NO. 9																
	LEVEL NO. 10																
	LEVEL NO. 11																
	LEVEL NO. 12																
	LEVEL NO. 13																
	LEVEL NO. 14																

STUDENT NUMBER

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

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